

RELATIONSHIP BETWEEN HOPE, HAPPINESS, AND PSYCHOLOGICAL WELL-BEING AMONG YOUNG ADULTS



By

Muntaha Bashir

BSP191037

A Research Thesis submitted to the

DEPARTMENT OF PSYCHOLOGY

In partial fulfillment of the requirements of the degree of

BACHELOR OF SCIENCE IN PSYCHOLOGY

Faculty of Psychology

Capital University of science and technology,

Islamabad

March, 2023

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CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled "**Relationship between Hope, Happiness, and Psychological well-being among young adults**" carried out by **Muntaha Bashir, Reg. No. BSP191037**, under the supervision of Ms. Rabia Batool, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of **BS Psychology**.

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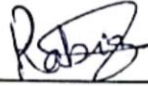
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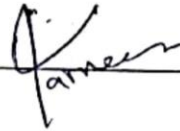
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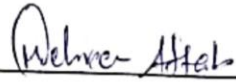
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DEDICATION

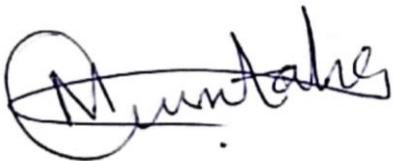
I would like to dedicate this thesis to my supervisor Ma'am Rabia Batool for the guidance, direction, and pearls of wisdom, but more importantly constant barrages of mails and questions while providing amazingly timely feedback, and offering encouragement precisely when needed and without which it would have be nearly impossible to produce this piece of work.

DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining my degree from this or any other university or institution.

Muntaha Bashir

BSP191037

A handwritten signature in black ink, appearing to read 'Muntaha Bashir', written over a circular stamp or mark.

March, 2023

ACKNOWLEDGMENT

All praises and humble thanks to **Almighty Allah**, The most gracious and merciful and to His **prophet Muhammad** (peace Be upon Him) who is a torch of Knowledge and guidance for humanity as a whole, with his enlightenment the Present Endeavour is beautiful Immeasurable appreciation and deepest gratitude for the help and support are extended to the following persons who in one way or another have contributed in making this research project possible. Foremost, I would like to express my sincere gratitude to my supervisor **Ma'am Rabia Batool**, for her close supervision, kind behavior, helpful, appreciation, valuable suggestions and guidance in the completion of this research project. To my previous supervisor Ms. Saman Mujeeb who helped me to understand the basics of research, and how to conduct one. I am indebted to her for it. Besides my advisor I would like to thank my peers and fellows of the department of psychology of Capital University of Science and Technology (CUST) University, whom helped me during this study, whenever I needed help.

I also like to thank my **Family**, for fully supporting, motivating, and acknowledging me throughout my life.

Abstract

In the present study the relationship between psychological well-being, hope and happiness among university students was explored. Correlational research design was used. Sample was consists of N=500. Participants were selected from universities of Rawalpindi and Islamabad. Carol Ryff's Psychological well-being, Adult Hope Scale and Oxford Happiness Questionnaire was used to measure Hope, Happiness, and Psychological Well-being among young adults. There were 197 males with the percentage (49.3%) and 203 females with the percentage (50.8%) in the sample. Male scored (60.29), (12.97) significantly higher than female scored (59.68), (13.24) on Adult hope scale. Male and female scored significantly higher on Oxford happinessquestionnaire. Male and female scored significantly higher on Psychological well- being. There is a moderately positive significant relationship between hope and psychological well-being (.544**). There is a moderate positive significant relationship between psychological well-being and happiness (.448**). There is a moderately positive significant positive relationship between happiness and psychological well-being (.281**).

Key words: Hope, Happiness, psychological well- being, Young Adults

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LIST OF ABBREVIATIONS

AHS	Adult Hope Scale
PWB	Psychological Well-being
OHQ	Oxford Happiness Questionnaire
SPSS	Statistical Package for social science
APA	American Psychological Association

Chapter 1 - Introduction

Hope plays an important role throughout one's life; particular focus is placed on examining hope in young people, adults, seniors, and elders in various circumstances. There is evidence that during difficult circumstances, hope act as a powerful protective factor of adversity in addition to having a large impact on subjective well-being in daily life. Because of this, we also talk about hope in terms of overcoming difficult circumstances in life and posttraumatic development. (Snyder et al., 1997)

As a concept, hope is used in philosophy, theology, Islamic studies, and other social science constructive anticipation and having a strong desire for something to occur plays a big part. The focus of theologians, philosophers, sociologists, and more lately psychologists has always been on hope (Scioli et al, 2009, 2010).

Krafft and Walker concentrated in great detail on hope from a philosophical and theological stand point (in press). In Greek classical literature, Aristotle referred to it as hope to describe the anticipation of either a joyful or unhappy future.

However, Aristotle frequently used the phrase hope, hopeful, to expressly denote an expectation of wonderful things to come. It's interesting to note that Aristotle claimed that without fear, one cannot fully hope (Gravlee, 2000).

Further, Aquinas created a distinction between wishes and desires and hope in the secular sense, asserting that it must be fulfill the following four requirements. (Aquinas, 1920; Kaczor, 2008).

There must be a purpose to hope positive, it must be aimed at something in the future, it must be something difficult and difficult to achieve, and it must be reachable.

The 1960s and 1970s saw the start of a scientific investigation into hope. Since it was first used in academic study, hope has been conceived of in a number of methods and opposition a diverse array of logical nature.

According to Snyder (2002), hope is “the apparent ability to identify routes to the desired goals, and encourage one’s own to adopt those routes agency thinking”. It is believed that one can accomplish their goal. Considering your goals and finding strategies to achieving, those objectives and agency ideas geared target accomplishment are all important ingredients for hope. (Snyder, Cheavens, & Michael, 1999). Hope is a motivating idea with a significant cognitive component. Hope has been linked to (a) increased academic competence (Snyder et al., 1997), (b) Utilizing strategies for adaptive coping (Irving, Snyder & Crowson, 1998), (c) more adaptable and upbeat thinking (Snyder et al., 1996; McCullough & Snyder, 2000), and (d) higher favorable evaluations of challenging situations (Affleck & Tannen, 1996).

Happiness

Most people place a high value on happiness, and it has been discovered that most cultures place a high value on happiness as a goal (Diener, 2000). Joy, a type of happiness, can be discovered in all basic human emotion categories. Happiness is inherent to the human experience, and most people experience it frequently, if not all the time (Diener & Diener, 1996). Numerous definitions of happiness have been offered by philosophers and social scientists (Kesebir & Diener, 2008).

Happiness, according to Alston and Dudley (1987), is the capacity to take pleasure in experiences while also feeling a certain level of excitement. According to Argyle, Martin, and Crosland (1989), happiness is made up of three interdependent parts: with life as a whole, lack of negative effects, and positive effects.

Our ability to pursue happiness successfully is essential to our sense of fulfillment. We all want to live satisfying lives and have more meaningful romantic and interpersonal relationships. Happiness is frequently referred to as a state of wellbeing and is frequently linked to positive emotions or pleasurable experiences.

According to Freud (1930– 1961). He described happiness as the pinnacle of the art of living. The three interconnected elements that make up happiness are contentment with life as a whole, lack of negative effects, and positive effects. Our ability to pursue happiness successfully is essential to our sense of fulfillment. We all desire to live meaningful and rewarding lives and to have more gratifying romantic and interpersonal relationships. Happiness is frequently referred to as a state of wellbeing and is frequently linked to positive emotions or pleasurable experiences. Feelings of pleasure and satisfaction describe this emotional or affective state. This has been done, and discussed inordinately, the course of human history both as a state and a subject. This demonstrates the value that people place on happiness throughout history.

The World Health Organization has recognized happiness as the most significant critical factor in human everyday life and as a primary component of health (Cohn et al., 2009). Aristotle believed that one of the most important components of happiness, or eudemonia, was realizing one's potential (Waterman, 1990).

Similar to this, several other theorists contend that happiness arises when a number of certain life circumstances are satisfied, including self- worth, mastery of the environment, growth personally, and linkage (Ryan & Deci, 2001; Ryff, 1989).

The concept of happiness According to Lyubomirsky's, King, and Diener used to denote experiencing more pleasant emotions than negative ones, such as joy, interest, and pride. A study has discovered a negative link between well-being assessments and signs of mental illness.

One of the key factors in determining one's subjective well-being is happiness (Honkanen et al., 2005). People that are happy tend to have greater degree of worth, optimism, as well as the sense of purpose that comes with setting goals. With the help of several focus groups in England, Skevington, MacArthur, and Somerset (1997) discovered that happiness had been evaluated as the most crucial aspect of quality of life, more essential than money, health, or sex. According to studies, persons who are content report having little signs of mental illness (Diener & Seligman, 2002). A person's well-being is greatly influenced by their level of happiness.

According to another study, those that are happier have greater coping skills, supportive relationships, successful financial results, good physical health, and longer life span (Piqueras et al.2011).According to Argyle relationships, works and leisure is the primary source of happiness. The main reason for leisure activities is frequently to enjoy real or imagined social relationships (Argyle 1991).

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Well-being

Well-being has been differentiated into two dimensions hedonic and eudemonic.

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According to the hedonistic perspective, happiness is attained by pursuing pleasure, satisfaction, and pleasure. The Hedonistic ends include anything due to physical comforts.

The hedonic-eudemonic distinction is still being explored and contested among psychologists today (Kashdan et al. 2008; Ryan and Huta 2009). On the hedonistic end, academics like Kahneman (1999) contend the happiness is a function of how enjoyable one's instances are.

According to Ryff (1989), Waterman (1993), and others. However, the achieving one's fullest potential is essential to one's wellbeing. However, surprisingly little study has contrasted hedonic with eudemonia to see how one actually contributes to well-being or to ascertain how their combination links to well-being.

According to Ryan et al. (2008), most past research has either treated eudemonia and hedonic as mutually exclusive or operationalized them in non-parallel words (where eudemonia is a style of life that we consider a predictor and hedonic well-being, which we regard to be an outcome, is explored. Alternatively, they have been conceived of as combinations of ways of living and well-being. We also believe that this difference describes perceived activities as via means of perspective of persons with eudemonic contrasted hedonic mindsets, where people place a greater emphasis on the nature of the action itself.

Last but not least, we hypothesized that individuals according to Peterson et al research, those who exhibit increased levels of both eudemonia and hedonic might encounter the most happiness (2005). In particular, we anticipated that the full life have greater levels of all well-being indicators than the empty existence. These predictions were founded on the particular types of well-being we predicted to be relevant eudemonia and hedonic.

In conclusion, we hypothesized that hedonic would be more closely related to favorable impact and negatively impact, and care freeness; eudemonia might be greater closely related to enhance knowledge and value; either hedonic and eudemonia might be greater closely related to resilience and happiness in life; and those who are equally strong hedonic and eudemonic driving force might have higher levels of specific types of well-being than other people.

Ryff and Keyes (1995) presented a more detailed taxonomy and identified six unique aspect of mental well being.

Autonomy: Is defined as a feeling of independence, independence of internal control over behavior.

Environmental mastery: Is defined as the capacity for skillfully one's life well and environment.

Personal development: refers such as a person's perception of progress and development.

Positive relations with others: the possession of good interpersonal relationship.

Life's purpose: The conviction of person's life has significance of purpose.

Self worth: A favorable assessment of either you or ones prior life.

Literature Review

Young Swiss individuals were studied in (2004) by Perneger, Hudelson, and Patrick to see whether self-reported happiness was related to overall health. The findings showed a significant link between happiness and psychological well-being. This implies that asking people if they're pleased can help determine who requires mental health care.

Guse and Vermaak (2011) sought to investigate the mechanisms of hope and psychological well-being as well as their occurrence. They discovered that there is a statistically important link between hope and psychological well being. Additionally, according to Hirowatari (2009), hope is distinct from happiness. While over all reveals more about the now, hope indicates much about the future.

Happiness aims to sustain the existing status, whereas hope works to improve things. Happiness may be accompanied by hope, but this is not always a must.

Rezapour et al. (2014) looked into the connection among students at Eizeh Islamic Azad University's happiness, people skills, engagement, and hope. The findings revealed an effective and fundamental link of hope and happiness.

Psychological well-being is generally interpreted as “happiness along with ones cognitive appraisal of how satisfying his or her life has been and is also encompassing positive future prospect of life hope” (Nishizawa 1996).

According to Snyder (2000), hope requires the following three components: authority beliefs aimed at achieving purposes, paths to reaching those objectives, and target thoughts). Additionally, optimism is linked to more favorable psychological wellbeing (Snyder et al., 2002)

According to Lyubomirsky”s (2001) happiness is able to predict changes associated with psychological health and well-being.

According to earlier research (Bailey & Snyder, 2007; Ciarrochi et al., 2015), there is a strong correlation among hope and well-being.

On either side, a different analysis found a link between students' hope and happiness. Sharma (2019) discovered an inverse relationship between happiness and psychological well-being.

Chang (2003) found that men were more engaged in pathway and agentic thinking. He also reported that women engaged in agentic thinking at a higher level while they were reflecting on social problem solving.

Studies on the gaps in well-being between men and women have not produced reliable findings. Few gender differences in psychological well-being were found in the results, despite the fact that women reported feeling both good and negative emotions more frequently and intensely than males.

Although research has found that men and women differ in several aspects of psychological wellbeing, such changes usually depend on other factors like age.

The higher score of women in positive relationships with others has been frequently found to be one variation between men and women. Additionally, it has been discovered that women in various cultures scored less well than men in terms of self- acceptance and autonomy. Despite the reality that in the (Karasawa et al. study), the variations in autonomy between men and women only become apparent in the first few decades of adulthood. This study's main objective was to examine the gender difference of psychological wellbeing of adults. Male has been discovered to be more closely related to both men and women's well-being than female.

In a survey of Malaysian public university students, it was discovered that there were significant gender variances in happiness levels, with male students reporting higher levels of fulfillment (Ading, Seok, Hashmi & Maakip, 2012).

Cavalcanti et al. (2009) compared happiness levels among college students in comparative research. Brazilian and American universities (Purdue University) provided the samples for the study (Universidade Federal de Pernambuco). Significant gender variations were discovered in the study. Despite the fact that women in America were happier than men, men were happier in Brazil.

A Kuwaiti study found that men's self-rating mean happiness scores were considerably higher than women's (Khalek, 2006). There was no gender difference in happiness among university students, according to a study carried out in Gujrat, Pakistan (Shafiq et al., 2015).

According to a study conducted on university students in Punjab, Pakistan, there are no notable differences in happiness levels between men and women (Malik, 2013).

Theoretical Framework

Theory of Hope (Snyder 2002)

Theoretical Hope (Snyder 2002) High-hopers typically achieve their goals more successfully than low-hopers (including academic success, stress management), which benefits their wellbeing and subconscious (Snyder, Rand, & Sigmon, 2002).

According to Snyder et al. (1991), the ability of a person to use their agency their will power or desires to accomplish something (a goal) and then the ability to develop different routes or ways to achieve the objective represents hope.

Snyder et al. (1994) claim that hope is a trait-like thought process that emerges in infancy and continues throughout life.

In contrast, hopelessness results from a lack of objectives, plans, or purpose. The hopeless individual typically associates this cognitive set with a negative emotional response, such as feelings of despair. When a person is hopeful to achieve its goal is psychological well-being and happiness is good. Hope, Happiness, and Psychological Well-Being are correlated with each other. Hope has a positive and significant correlation with Psychological Well- being.

Rationale

Hope and psychological well-being have a positive relationship. Happiness and psychological well-being has an inverse relation. There is contradictory evidence in relation to hope and happiness. To explore the differences of gender on hope, happiness and psychological well-being. This matter needs further investigation. Few studies conducted in Pakistan related to our study variable indicate the need to explore this further.

Objectives

1. To explore the association between hope, happiness and psychological wellbeing.
2. To explore the differences of gender on study variable.

Hypotheses:

H1: There would be a positive significant relationship between hope and happiness.

H2: There would be a positive significant relationship between hope and psychological wellbeing.

H3: There would be a positive significant relationship between happiness and psychological wellbeing.

H4: There would be a significant gender difference on studyvariable.

Chapter 2- Method

Study design

The present study was quantitative in nature and Correlational study design was used to collect information from young adults.

Population and sample

Target Population of research was young adults also university students in area of Rawalpindi and Islamabad. The present study consists of 400 subjects taken from young adults age from 18 to 25 (N=400) taken from universities.

Sampling Technique

Convenience sampling technique was used in this research.

Inclusion Criteria

- Only students are included in this study.
- Inclusion Criteria for age is that only young adults have been included.
- Institutes of Rawalpindi and Islamabad are included.

Exclusion Criteria

Students having any diagnosed mental or physical illness that hinders their ability to respond.

Research Instruments

Adult Hope Index

The scale was developed by Snyder in (2002). There were 12 items to measure the Hope quality of a participant. The scale is particularly separated into the two subscales that make up Snyder's cognitive model of hope: (1) Agency (i.e., goal-directed energy) and (2) Pathways (i.e., planning to accomplish goals). Answers are given on an 8-point Likert scale for each question. The Cronbach alpha reliability of the scale is 0.75. Items 2,9, 10, and 12 make up the agency subscale. Items 1, 4, 6, and 8 make up the pathway subscale

Psychological Well Being

Ryff and Keyes created the scale in 1995. There were number of items the scale of psychological well-being. Autonomy, environmental mastery, personal development, positive relations with other, Life's purpose, and self-worth. The Cronbach alpha reliability of the scale is 0.82. The Autonomy subscale items are Q15, Q17, and Q18. The Environmental Mastery subscale item are Q4, Q8, and Q9. The personal Growth subscale items are Q11, Q12, and Q14. The positive Relations with others subscale items are Q6, Q13, Q16. The purpose in life subscale items are Q3, Q7, Q10. The Self-Acceptance subscale items are Q1, Q2 and Q5. Q1, Q2, Q3, Q8, Q9, Q11, Q12, Q13, Q17 and Q18 should be reverse-scored. Reverse-scored items are worded in the opposite direction of what the scale is measuring. The formula for reverse-scoring an item is: (Number of scale points) - (-1) - (Respondents answer) For example, Q1 is a 7-point scale. If a respondent answered 3 on Q1.

Oxford Happiness Questionnaire

In 2002, Michael Argyle and Peter Hills created the scale. There are 29 items. The Oxford Happiness Questionnaire's reliability and validity revealed that all 29 items were accurate and have high correlation with total score. The Cronbach alpha reliability of the scale is reported .81. Responses are given on a 6-point Likert scale for each question. Items marked (R) should be scored in reverse: For example, if you gave yourself a "1" cross it out and change it to a "6" Change "2" to a "5", Change "3" to a "4", Change "4" to a "3", Change "5" to a "2", Change "6" to a "1"

Ethical Consideration

Consent taking and debriefing done under ethical guideline provided by American Psychological Association (APA). A consent form was provided to the participant before the conduction of study. It was warranted that participants had the freedom to leave the study at any time. It was assured to the participants that the obtained data will for the research purpose.

Procedure

Data was collected by directly approaching students of Rawalpindi and Islamabad. Sample size (400) was taken using convenient sampling. Questionnaire which were used for data collection are Adult hope scale, Oxford happiness questionnaire and Psychological well-being. Consent form and demographic sheet was also being given to all participants. It consists of age, gender, education, institute, family system etc. It took almost everyone 25 to 30 minutes to complete the questionnaire. Even after completed the questionnaire, they were assure of confidentiality. Permission to use the instruments gained through email conversation with various authors. For data collection convenience sampling was used.

Chapter 3-Results

This study's goal was to investigate the relationship between hope, happiness, and Psychological well-being among young adults. The study also intended to identify gender difference on study variable. These hypotheses were tested using quantitative analyses in SPSS-21 and results are presented below. Demographic information regarding the sample is provided. Mean, Median, Standard deviation (SD), alpha, skewness, kurtosis and reliabilities were estimated to assess the perfection of the study variable. Correlation was calculated to find the relationship between Adults Hope Scale (AHS) and other scales (PWB & OHQ). Mean differences and standard deviation, t-test were calculated to analyze the role of gender differences on study variable (Hope, Happiness and Psychological well-being).

Analyses

After data collection from 400 participants SPSS- 21(Statistical Package for the Social Sciences) was used for entering, processing, and analyzing the data. To measure the variance and distribution of data descriptive statistics were used. For categorical variables, frequencies and percentages were computed. Mean, median, standard deviation, skewness, and kurtosis were computed. T-test was used to analyze gender difference. The relationship between hope, happiness, and psychological well-being was investigated used correlation analysis.

Table: 1

Descriptive analysis of demographic variables of the study participants (N=400)

Demographics	f	%
Age		
18-21	208	52.0
22-25	192	48.0
Gender		
Male	197	49.3
Female	203	50.8
Education		
BS	400	100
Semester		
1-4	177	44.3
5-8	223	55.8
Institute		
Private	400	100
Public	-	-

Note: *f*=Frequency, %=Percentage

Table (1) indicates the demographic variable and their frequencies and percentages. Demographic Variables include age, gender, education, semester, Institute. According to the above table, the result showed that females (203) with the percentage 50.8% have high frequency than males (197) with the percentage 49.3%.

Table 2

Psychometric properties of Adult Hope Scale, Oxford Happiness Questionnaire, and Psychological Well being. (N=400)

Scales	n	Items	α	M	Median	SD	Skew	Kurto
AHS	400	12	.719	59.98	60.50	13.09	-.109	-.538
OHQ	400	29	.806	106.31	102.0	17.83	.706	.483
PWB	400	18	.542	75.75	75.00	12.64	.255	.011

Note: AHS=Adult hope scale, OHQ=Oxford happiness questionnaire, PWB= Psychological well being M=Mean, SD=Standard Deviation, α =Cronbach alpha value. Skew=skewness, Kurto=Kurtosis. P* $<$ 0.5, ** P $<$ 0.1***P $<$.001

Table 2 indicates the psychometric analysis shows Cronbach Alpha reliability for all scales. Adult Hope Scale (AHS, α =.719) Oxford Happiness Questionnaire (OHQ, α =.806), Psychological Well- being (PWB, α =.542). The reliability analysis shows that the reliability coefficients of AHS, OHQ and PWB are highly significant.

Graphical Representation of Data

Figure 1

Following histogram, shows the distribution of Adult hope scale (M=59.98, SD=13.09) and (N=400).

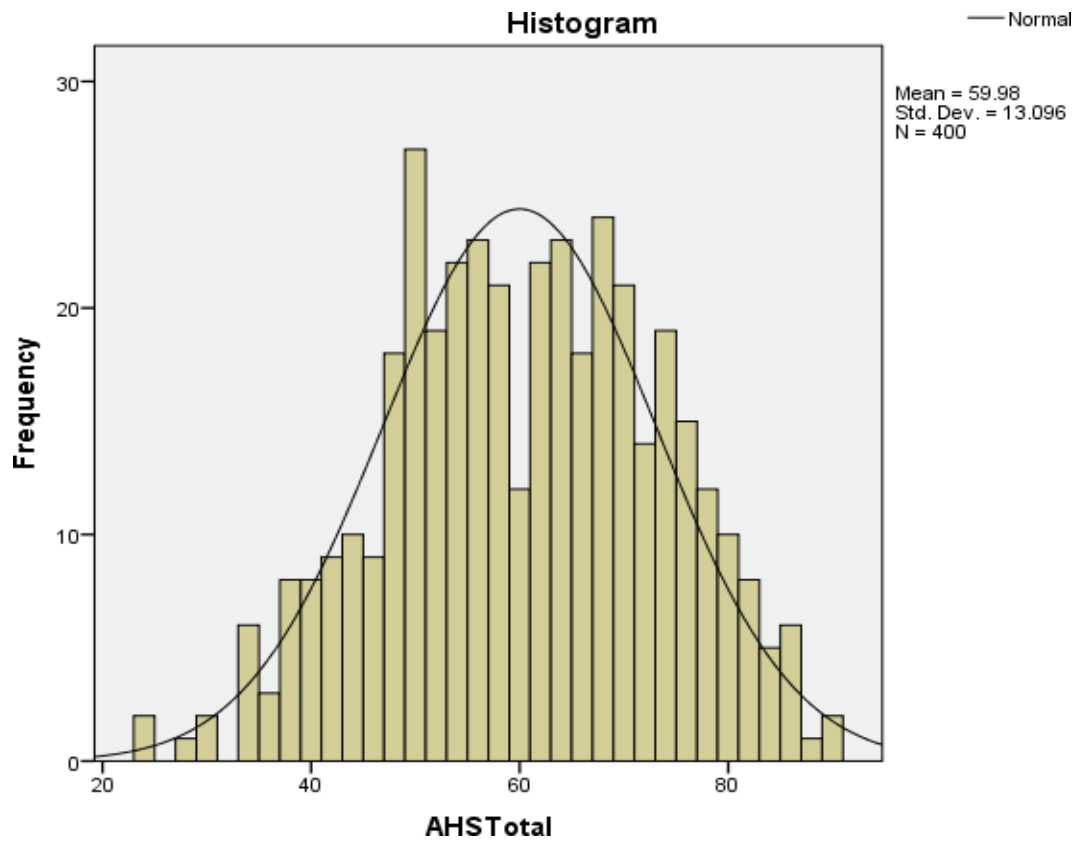


Figure 2

Following histogram, shows the distribution of Psychological Well-being ($M=75.75$, $SD=12.64$) and ($N=400$).

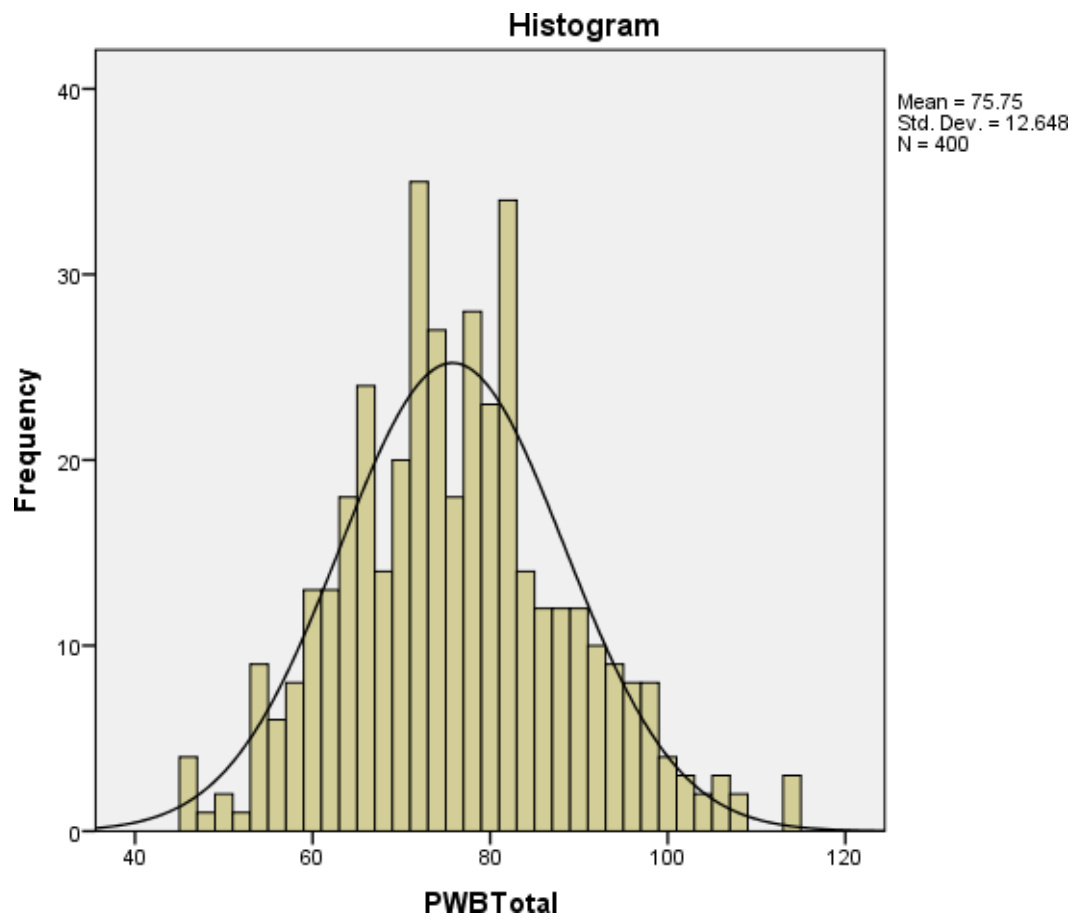


Figure 3

Following histogram, shows the distribution of Oxford Happiness Questionnaire (M=106.31,SD=17.83) and (N=400).

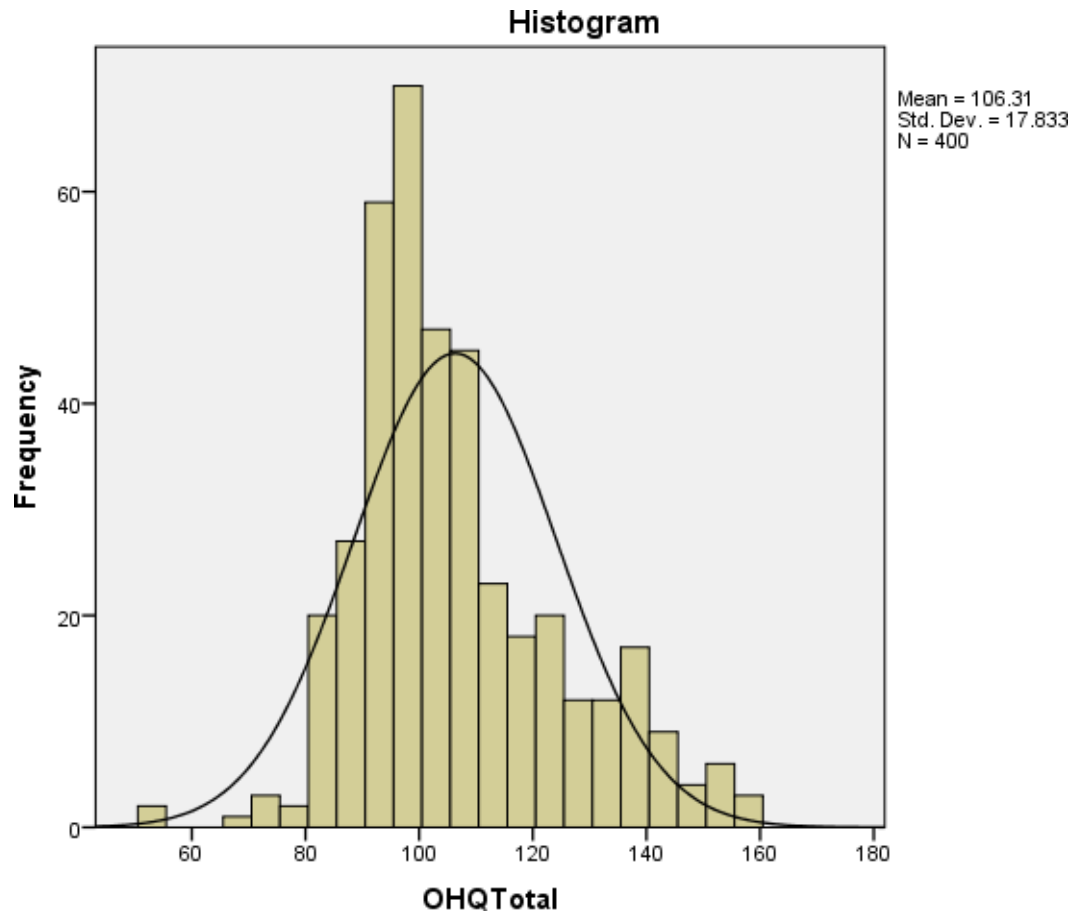


Table: 3

Independent t-test for gender (N=400)

Variable s	<u>Male</u>		<u>female</u>		t (398)	p	95% CI		Cohn's d
	M	SD	M	SD			UL	LL	
AHS	60.29	12.97	59.68	13.24	.465	.642	-1.968	3.187	0.04
OHQ	106.34	17.88	106.29	17.82	.028	.978	-3.461	3.560	0.00
PWB	75.81	12.55	75.69	12.77	.097	.923	-2.367	2.613	0.00

Note: AHS=Adult Hope Scale, OHQ=Oxford Happiness Questionnaire, PWB=Psychological Well-being. **P<.01,*P<0.05

Table 3 shows the mean differences across gender on study variable. The independent T test suggests the p value of 0.64 for AHS, 0.97 for OHQ and 0.92 for PWB, which are greater than 0.05, showing there, is no significant difference in the mean of AHS, OHQ and PWB for gender difference. Cohen's d measure the size of difference between the two groups. The value of p is 0.05. The mean (60.29) and SD (12.97) of male and the mean (59.68) and (13.24) of female in Adult hope scale. The mean (106.34) and SD (17.88) of male and the mean (106.29) and SD (17.88) of female in Oxford happiness questionnaire. The mean (75.81) and SD (12.55) of male and the mean (75.69) and SD (12.77) of psychological well-being in female.

Table: 4

Correlation analyses between Hope, Happiness and Psychological well-being (N=400)

Variables	1	2	3
1.AHS	-	.281**	.544**
2.PWB		-	.448**
3.OHQ			-

Note: AHS=Adult Hope Scale, PWB=Psychological Well-being, OHQ=Oxford Happiness Questionnaire's* <0.5 , ** $P<0.1$ *** $P<.001$

Table 4 indicates the relationship between hope and psychological well-being is moderately positively significant. The association between Hope and Happiness is moderately positive. And the association between Psychological well-being and Happiness has a moderately positive significant relationship. The association between Happiness and psychological well-being is moderately positively significant.

Chapter 4-Discussion

The study aimed at investigating the relationship between Hope, Happiness, and Psychological Well-being. The sample for this research study was 400 participants. 197 males and 203 females in different universities of Islamabad and Rawalpindi.

Research study was correlation. In the analysis, demographic of descriptive were found. Independent T-test was applied on the demographics categorical values as gender. Similarly, correlation of the three scales Adult Hope Scale (AHS), Oxford Happiness Questionnaire (OHQ) and Psychological Well-being (PWB) was derived. Cohen's d measure the size of difference between the two groups.

Psychometric analysis shows Cronbach Alpha reliability for all the scales. Adult Hope Scale (AHS) has a Cronbach Alpha reliability of 0.71. For Oxford Happiness Questionnaire (OHQ) scale of reliability is .806. And for Psychological Well-being (PWB) is .542. The reliability analysis shows that the reliability coefficient of Adult Hope Scale, Oxford Happiness Questionnaire and Psychological well-being are highly significant. The reliability of Adult Hope Scale (AHS), as reported by its author is 0.75. The reliability analysis shows that the reliability coefficient of Adult Hope Scale is .71 which is significant. The reliability of Oxford Happiness Questionnaire (OHQ), as reported by its author is 0.81. The reliability analysis shows that the reliability coefficient of Oxford Happiness Questionnaire is .806 which is significant. The reliability of Psychological Well-being (PWB), as reported by its author is 0.82. The reliability analysis shows that the reliability coefficient of psychological well-being is .542. which is good reliability. Data was normally distributed.

It was hypothesized that there would be a positive relationship between hope and happiness. In Table 4, correlation analysis of the data revealed a positive significant relationship between hope and happiness. It means that increase in the level of hope will lead to increase in the levels of happiness. This result is consistent with research that suggested that hope is positively associated with happiness (Rezapour et al. (2014).So, it can be concluded that the correlation analysis accepted hypothesis one.

It was proposed that there will be a positive correlation between Hope and Psychological well-being. In Table 4, Correlation analysis of the data revealed a positive significant relationship between hope and psychological well-being. It means that increase in the level of hope will lead to increase in the levels of psychological well being. This result is consistent with researches that suggested that hope is positively associated with psychological well-being ((Bailey & Snyder, 2007; Ciarrochi et al., 2015), (Guse and Vermaak (2011).Therefore, it can be concluded that the correlation analysis accepted hypothesis two.

Hypothesis three that there will be a positive correlation between Happiness and Psychological well-being. In Table 4, Correlation analysis of the data revealed a positive significant relationship between happiness and psychological well-being. It means that increase in the level of happiness will lead to increase in the levels of psychological. This result is consistent with research that suggested happiness is positively associated with Psychological well-being (Perneger, Hudelson, and Patrick (2004). So, it can be concluded that the correlation analysis accepted hypothesis three.

Hypothesis four on gender differences on hope, happiness and psychological well-being. In Table 3, the independent T test suggests the p value of 0.64 for AHS, 0.97 for OHQ and 0.92 for PWB, which are greater than 0.05, showing there, is no significant difference in the mean of AHS, OHQ and PWB for gender difference. Cohen's d measure the size of difference between the two groups. The value of p is 0.05. The mean (60.29) and SD (12.97) of male and the mean (59.68) and SD (13.24) of female in Adult hope scale. Male scored significantly higher on Adult hope scale. The mean (106.34) and SD (17.88) of male and the mean (106.29) and SD (17.88) of female in Oxford happiness questionnaire. Male and female scored significantly higher on Oxford happiness questionnaire. In a survey of Malaysian public university students, it was discovered that there were significant gender variances in happiness levels, with male students reporting higher levels of fulfillment (Ading, Seok, Hashmi & Maakip, 2012).

Cavalcanti et al. (2009) compared happiness levels among college students in a comparative research. Brazilian and American universities (Purdue University) provided the samples for the study (Universidade Federal de Pernambuco). Significant gender variations were discovered in the study. Despite the fact that women in America were happier than men, men were happier in Brazil.

A Kuwaiti study found that men's self-rating mean happiness scores were considerably higher than women's (Khalek, 2006). There was no gender difference in happiness among university students, according to a study carried out in Gujrat, Pakistan (Shafiq et al., 2015).

According to a study conducted on university students in Punjab, Pakistan, there are no notable differences in happiness levels between men and women (Malik, 2013).

The mean (75.81) and SD (12.55) of male and the mean (75.69) and SD (12.77) of female in psychological well-being. Studies on the gaps in well-being between men and women have not produced reliable findings. So the fourth hypothesis is accepted.

The higher score of women in positive relationships with others has been frequently found to be one variation between men and women. Additionally, it has been discovered that women in various cultures scored less well than men in terms of self- acceptance and autonomy. Despite the reality that in the (Karasawa et al. study), the variations in autonomy between men and women only become apparent in the first few decades of adulthood. This study's main objective was to examine the relationship between gender and the psychological wellbeing of adults. Male has been discovered to be more closely related to both men and women's well-being than female.

Conclusion

As a whole, it was concluded that study results showed a positive relationship between hope, happiness and psychological Well-being among young adults. The study of the data revealed a significant relationship between hope happiness and psychological well-being. Current study showed a positive and significant relationship between hope and psychological well-being .A moderate positive significant relationship between hope and Happiness. A moderate positive significant relationship between Psychological well- being and Happiness. A positive significant relationship between Happiness and psychological well-being. There were 197 males and 203 females in the sample. Male scored significantly higher on Adult hope scale. Male and female scored significantly higher on Oxford happiness questionnaire. Male and female scored significantly higher on Psychological well-being.

Limitations

This study has following limitations:

- Sample was taken from Rawalpindi and Islamabad. It would be challenging to generalize the results because of this.
- The sample size was limited to young adults.
- Only University students were selected.

Future Implications

In the past Studies on the gaps in well-being between men and women have not produced reliable findings. Few gender differences in psychological well-being were found in the results, despite the fact that women reported feeling both good and negative emotions more frequently and intensely than males. Considering the results of the current study it is evidence that there is a both significant and non significant relationship between psychological well being and happiness.

Although research has found that men and women differ in several aspects of psychological wellbeing, such changes usually depend on other factors like age.

The higher score of women in positive relationships with others has been frequently found to be one variation between men and women. Additionally, it has been discovered that women in various cultures scored less well than men in terms of self- acceptance and autonomy. Despite the reality that in the (Karasawa et al. study), the variations in autonomy between men and women only become apparent in the first few decades of adulthood. This study's main objective was to examine the relationship between gender and the psychological wellbeing of adults. Male has been discovered to be more closely related to both men and women's wellbeing than female.

In a survey of Malaysian public university students, it was discovered that there were significant gender variances in happiness levels, with male students reporting higher levels of fulfillment (Ading, Seok, Hashmi & Maakip, 2012).

Cavalcanti et al. (2009) compared happiness levels among college students in comparative research. Brazilian and American universities (Purdue University) provided the samples for the study (University Federal de Pernambuco).

Significant gender variations were discovered in the study. Despite the fact that women in America were happier than men, men were happier in Brazil. A Kuwaiti study found that men's self-rating mean happiness scores were considerably higher than women's (Khalek, 2006). There was no gender difference in happiness among university students, according to a study carried out in Gujrat, Pakistan (Shafiq et al., 2015).

According to a study conducted on university students in Punjab, Pakistan, there are no notable differences in happiness levels between men and women (Malik, 2013).

There is limited literature regarding gender differences in terms of hope. Moreover, the findings of the current study will also be beneficial the future studies. Future studies will be more beneficial by adding more variables other than hope, happiness and psychological well-being.

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APPENDICES

Appendix A

Informed Consent Form

Consent from Participation in a Research Study

Research Title

Relationship between Hope, Happiness and Psychological Wellbeing Among young adult

Description of the research and your participation

I am a student of BS Psychology at Capital University of Science and Technology. I am conducting a research on Relationship between Hope, Happiness and Psychological Well-being among young Adults. This research is an integral part of my degree. I invite you to take part in this study. You are required to fill out demographic sheet along with three questionnaires. Your identity was not be revealed in case of any publication resulting from this study. Your participation is completely voluntary. You can withdraw from this study at anytime.

If you have any questions about the study you can email me at Muntahabashir204@gmail.com

Participants Signature.....

Date.....

Appendix B

Demographic sheet

Age-----

Gender: Male Female

Education: -----

Semester: -----

Institute: Private Public

Appendix C

Adult Hope Scale

Direction: Read each item carefully. Using the scale shown below, please select the number that best describes you and put that number in the blank provided.

Answer Format: **1.** = Definitely False, **2.** = Mostly False **3.** = Somewhat False, **4.** = Slightly False, **5.** = Slightly True, **6.** = Somewhat True, **7.** = Mostly True, **8.** = Definitely True

1 I can think of many ways to get out of a jam.

2 I energetically pursue my goals.

3 I feel tired most of the time.

4 There are lots of ways around any problem.

5 I am easily downed in an argument.

6-----I can think of many ways to get the things in life that are important to me.

7.....I worry about my health.

8-----Even when others get discouraged, I know I can find a way to solve the problem.

9 My past experiences have prepared me well for my future.

10 I've been pretty successful in life.

11 I usually find myself worrying about something.

12 I meet the goals that I set for myself.

Appendix D

Oxford Happiness Questionnaire

Instruction: Please read the statement carefully, because some are phrased positively and others negatively. Don't take too long over individual questions there are no "right" or "wrong" answers (and no trick questions). The first answer that comes into your head is probably the right one for you. If you find some of the question difficult, please give the answer that is true for you in general or for most of the time.

S. no	Statements	Strongly disagree 1	Moderately disagree 2	Slightly disagree 3	Slightly agree 4	Moderately agree 5	Strongly agree 6
1	I don't feel particularly pleased with the way I am						
2	I am intensely interested in other people						
3	I feel that life is very rewarding						
4	I have very warm feelings towards almost everyone						
5	I rarely wake up feeling rested						
6	I am not particularly optimistic about the future						

7	I find most things amusing						
8	I am always committed and involved						
9	Life is good						
10	I do not think that the world is a good place						
11	I laugh a lot						
12	I am well satisfied about everything in my life						
13	I don't think I look attractive						
14	There is a gap between what I would like to do and what I have done						
15	I am very happy						
16	I find beauty in some things						

17	I always have a cheerful effect on others						
18	I can fit in(find time for) everything I want to						
19	I feel that I am not especially in control of my life						
20	I feel able to take anything on						
21	I feel fully mentally alert						
22	I often experience joy and elation						
23	I don't find it easy to make decisions						
24	I don't have a particularly sense of meaning and purpose in my life						
25	I feel I have a great deal of energy						

26	I usually have a good influence on events						
27	I don't have fun with other people						
28	I don't feel particularly healthy						
29	I don't have particularly happy memories of the past						

Appendix E

Psychological Well-being

Instruction:

Circle one response below each statement to indicate how much you agree or disagree.

Answer Format: **1** = strongly agree; **2** = somewhat agree; **3** = a little agree; **4** = neither agree nor disagree; **5** = a little disagree; **6** = somewhat disagree; **7** = strongly disagree.

1 "I like most parts of my personality."

2 "When I look at the story of my life, I am pleased with how things have turned out so far."

3 "Some people wander aimlessly through life, but I am not one of them."

4 "The demands of everyday life often get me down."

5 "In many ways I feel disappointed about my achievements in life."

6 "Maintaining close relationships have been difficult and frustrating for me."

7 "I live life one day at a time and don't really think about the future."

8 "In general, I feel I am in charge of the situation in which I live."

9 "I am good at managing the responsibilities of daily life."

10 "I sometimes feel as if I've done all there is to do in life."

11 ----- "For me, life has been a continuous process of learning, changing, and growth."

12. -----“I think it is important to have new experiences that challenge how I think about myself and the world.”

13. -----“People would describe me as a giving person, willing to share my time with others.

14“I gave up trying to make big improvements or changes in my life a long time ago”

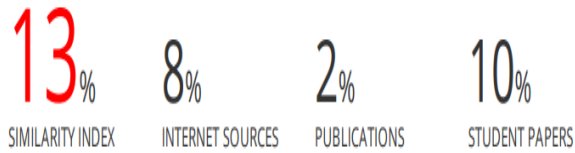
15“I tend to be influenced by people with strong opinions”

16. ----- “I have not experienced many warm and trusting relationships with others.”

17-----“I have confidence in my own opinions, even if they are different from the way most other people think.”

18 -----“I judge myself by what I think is important, not by the values of what others think is important.”

ORIGINALITY REPORT



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